DOCUMENT RESUME

ED 300 562 CE 051 162

AUTHOR Shea, Mary Lou; And Others
TITLE Characteristics and Roles of the Clinical Instructor. Health Occupations Clinical Teacher Education Series for Secondary and Post-Secondary Educators.
INSTITUTION Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
SPONS AGENCY Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE 85
NOTE 27p.; For related documents, see CE 051 161-171.
AVAILABLE FROM Curriculum Publications Clearinghouse, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 ($21.75 for entire set).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Allied Health Occupations Education; Behavioral Objectives; *Clinical Teaching (Health Professions); *Inservice Teacher Education; Learning Activities; Learning Modules; Lesson Plans; Postsecondary Education; Secondary Education; Staff Development; *Teacher Characteristics; *Teacher Responsibility; *Teacher Role

ABSTRACT

This learning module, which is part of a staff development program for health occupations clinical instructors, discusses the many roles, characteristics, and responsibilities of health occupations clinical instructors. It includes learning activities dealing with the characteristics needed by clinical instructors and the roles of the clinical instructor. Besides the learning activities, the module also includes directions for completing the module, an introduction, module objectives, pre- and posttests and answer keys, definitions of key terms used in the module, a module summary, and references. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED300562

Health Occupations Clinical Teacher Education Series for Secondary and Post-Secondary Educators

Illinois State Board of Education

Adult, Vocational and Technical Education

Characteristics and Roles of the Clinical Instructor

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

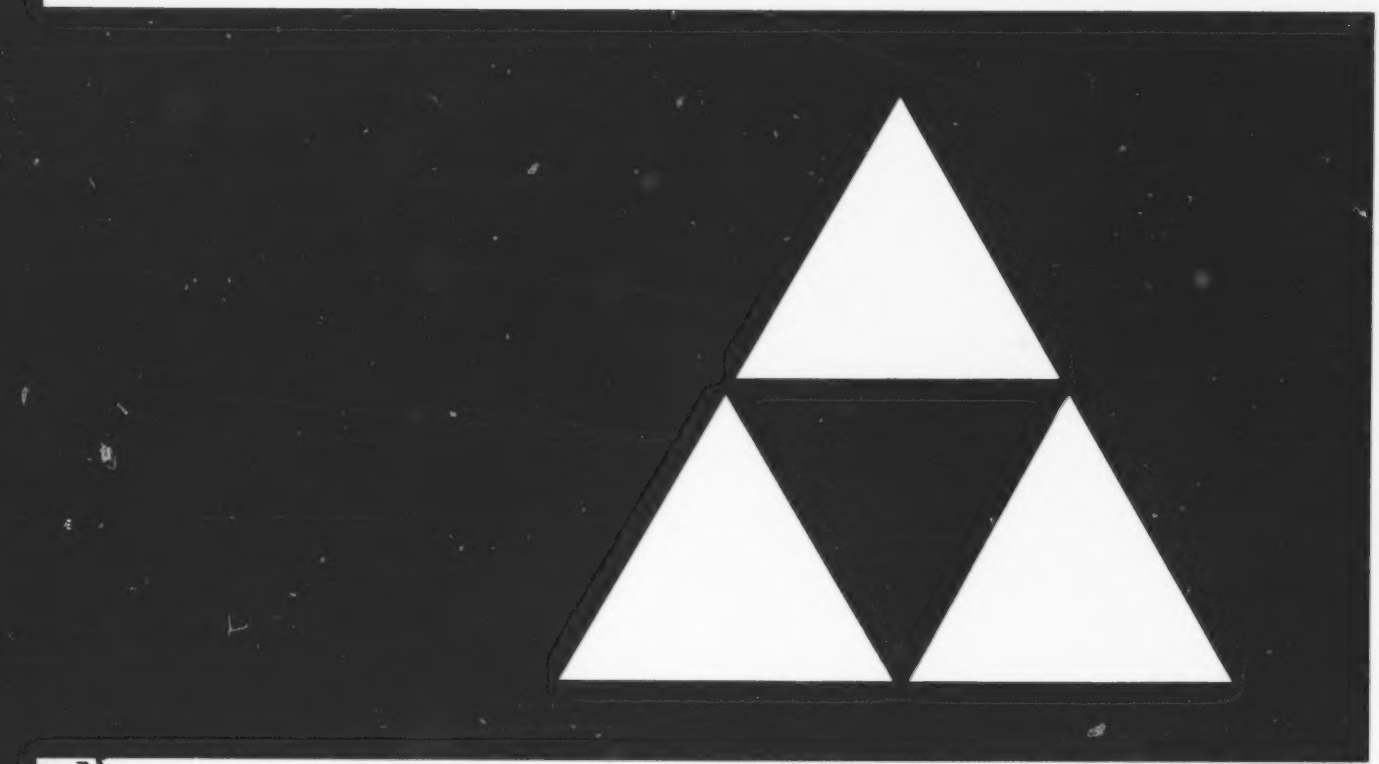
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M. McCall

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."



HEALTH OCCUPATIONS CLINICAL TEACHER EDUCATION SERIES FOR SECONDARY AND POST-SECONDARY EDUCATORS

Characteristics
and Roles of the
Clinical Instructor

Developed by:

Mary Lou Shea
Paula G. Boyum
Margaret M. Spanke

Department of Vocational
and Technical Education
College of Education
University of Illinois
at Urbana-Champaign

1985

Illinois State Board of Education

Walter Naumer
Chairman

Ted Sanders
State Superintendent
of Education

Adult, Vocational
and Technical Education

Research and
Development Section

TEACHING SKILLS IN THE CLINICAL SETTING:

CHARACTERISTICS AND ROLES OF THE CLINICAL INSTRUCTOR

TABLE OF CONTENTS

	Content	Page
I.	Directions for Completing the Module	ii
II.	Introduction	iii
III.	Objectives of the Module	iv
IV.	Pre-Test	v
V.	Pre-Test Answer Key	vi
VI.	Definition of Terms Used in The Module	vii
VII.	Learning Activity 1, Characteristics Needed by Clinical Instructors	1
VIII.	Learning Activity 2, The Roles of the Clinical Instructor	7
IX.	Post-Test	13
X.	Post-Test Answer Key	15
XI.	Summary of the Module	16
XII.	References	17

TEACHING SKILLS IN THE CLINICAL SETTING:

CHARACTERISTICS AND ROLES OF THE CLINICAL INSTRUCTOR

DIRECTIONS FOR COMPLETING THE MODULE

The module includes the following parts:

1) Introduction, Objectives, and Definition of Terms
2) Pre-Test and Answer Key
3) Learning Activities and Self-Check Exercises
4) Post-Test and Answer Key

Following review of the Introduction, take the Pre-Test and use the key to determine your score. The Pre-Test is intended to help introduce the activities within the module.

Then proceed to complete the Learning Activities. Even if you feel knowledgeable about the topic, completion of the Learning Activities will provide additional awareness and help you to grow. It is important that you complete the Self-Check following each activity.

The final part of the module, the Post-Test, is intended to measure your achievement of the objectives of the module. Complete the test without using the key or the module itself. You may then score your test. If you had more than 3 incorrect answers you should review the module. The important part to remember is to practice what is suggested in this module.

Go on to the Introduction.

INTRODUCTION

Most health occupations educators would agree that the clinical component is probably the most important part of the student's education. It is during the clinical practice phase that the student develops the skills and attitudes necessary to become a competent practitioner. Those responsible for assigning students to clinical settings must look very closely at the environment in which the clinical practice occurs.

Ideally, the clinical environment should be a positive atmosphere in which the student receives the guidance and instruction necessary to become a competent practitioner. Students in this type of setting derive a great deal of satisfaction and reward during their training, and are more likely to develop positive attitudes toward the profession and health-care as a whole. Such an environment is also rewarding for the physicians, staff members, and other health practitioners who interact with the students.

Conversely, the clinical environment could provide the student with negative and dissatisfying experiences. In such a setting students may receive inadequate guidance, may be subjected to an unnecessary amount of stress, and consequently may not acquire the competencies and attitudes necessary for success. Sometimes the students may very well be considered a "burden" by physicians and staff involved with the program.

In reality, most clinical environments fall somewhere in between the two extremes. In one setting, the student may develop adequate technical skills, but may very likely develop a poor attitude toward patients and the profession. In another example, a student could develop a positive attitude toward the care of the patient, but may not be given proper supervision when practicing technical skills.

Regardless of the situation, the primary person responsible for creating a positive clinical environment is you, the clinical instructor/supervisor. The job of clinical instructor is a tremendous responsibility that may involve a great deal of difficulty and stress. However, it can also be satisfying and rewarding. Moreover, thorough understanding of your roles, and development of the needed characteristics of a clinical instructor, will help you to make it a rewarding experience for both you and your students.

This module will discuss the many roles, characteristics, and responsibilities of the health occupations clinical instructor/supervisor, and their relationship to making the students' clinical education satisfying and rewarding. As you read the module, you should be assessing yourself as a clinical instructor. Are you fulfilling the various roles identified? Do you possess the necessary characteristics to be an effective clinical instructor? Following completion of the module, you should be able to identify your major strengths and any areas in which you need to improve as a clinical instructor. Your continuous improvement will result in benefits to students, staff, and patients.

Proceed to the Objectives of the Module.

OBJECTIVES OF THE MODULE

Terminal Objective: Upon completion of the module, evaluate yourself as a clinical instructor in your health occupations field.

Enabling Objectives:

1. Evaluate yourself in terms of possessing the desirable characteristics needed by clinical instructors.

2. Given a series of hypothetical situations, identify the role being exercised by the clinical instructor in each situation.

Go on to take the Pre-Test.

PRE-TEST

Directions: Complete this test prior to beginning the Learning Activities. Utilize tne key which follows to score your own test:

Answer True or False to the following:

T or F 1) The atmosphere created in the clinical setting cannot be controlled and must be accepted as it is.

T or F 2) Students' attitudes may be influenced by the clinical staff.

T or F 3) A student may very likely be competent in clinical skills, but may develop a poor attitude toward the patient and/or the profession.

T or F 4) The clinical instructor has minimal influence on the student.

T or F 5) Creating a positive learning environment in the clinical setting will make the students' training more rewarding.

T or F 6) It is especially important for a clinical instructor to be competent in the profession.

T or F 7) The clinical instructor should set an example of appropriate dress and good personal hygiene.

T or F 8) It is advisable for the clinical instructor to be a close friend to the students.

T or F 9) Ethics are defined as a person's religious beliefs.

T or F 10) The clinical instructor is responsible for planning the students' daily learning experiences in the clinical setting.

T or F 11) The clinical instructor should attempt to avoid any conflicts that may occur between students and staff members.

T or F 12) Many students learn by imitation.

T or F 13) The clinical instructor is considered to be a representative of the health occupations program and the profession.

T or F 14) The students should be used as the primary means of communication between the program director and the clinical institution.

T or F 15) The local community has high expectations of health practitioners.

PRE-TEST ANSWER KEY

1) False. It is quite possible to make positive changes in the clinical environment. The clinical instructor is a key person that can make the changes.

2) True.

3) True.

4) False. The clinical instructor probably has the greatest influence on the student.

5) True.

6) True.

7) True.

8) False. Being a close friend with the students may cause conflict with other students and the staff, and can cause a lack of respect for the instructor.

9) False. Ethics are the guidelines that help individuals determine how to behave. They may be influenced by religious beliefs.

10) True. Even though program faculty may plan the primary experiences, the clinical instructor may very likely plan the daily experiences.

11) False. The clinical instructor as a representative of the program should help to resolve any conflicts involving the students.

12) True.

13) True.

14) False. In most cases the clinical instructor is usually the channel for communication between the program and the clinical institution.

15) True.

Read the Definition of Terms on the next page; then go on to Learning Activity #1.

DEFINITION OF TERMS USED IN THE MODULE

Affective behavior - conduct that reflects attitudes, values, beliefs, needs, and emotional responses.

Competent - having the ability to carry out a specific task within parameters of control; duly qualified.

LEARNING ACTIVITY #1

CHARACTERISTICS NEEDED BY CLINICAL INSTRUCTORS

Enabling Objective 1: Evaluate yourself in terms of possession of the desirable characteristics needed by clinical instructors.

All of us could look back and probably identify at least one teacher who made an impact on us and made learning enjoyable. These teachers most likely possessed certain personal qualities such as empathy, genuineness, and warmth. They probably also had skills needed by a teaching professional such as the ability to convey information, as well as adequate knowledge of the subject matter.

As a clinical instructor, you have a tremendous influence on your students. The effect that you have may be positive or negative. By possessing certain personal and professional characteristics and conducting yourself accordingly, you can have a positive effect and a significant impact on your students.

A great deal of research has been done to identify qualities of effective clinical instructors. Irby (1978) compiled the results from numerous studies and constructed a chart identifying the characteristics needed by effective clinical instructors. This Learning Activity will include an examination of these qualities and other characteristics needed by clinical instructors.

Personal Qualities of the Clinical Instructor

A major part of clinical teaching involves instilling appropriate attitudes in the students and fostering affective growth. Many characteristics of the clinical instructor help to develop good attitudes.

The following is a list of personal qualities that are characteristic of effective clinical instructors:

Enthusiastic	Accessible
Energetic	Patient
Exciting	Friendly
Empathetic	Understanding
Humorous	Imaginative
Stimulating	Honest
Warm	Fair
Approachable	Motivating
Cheerful	

Demonstration of these qualities can help to build a positive interpersonal relationship between the clinical instructor and the student. The development of positive interpersonal relationships helps students to grow and improve their learning.

In order to emphasize the importance of demonstrating these characteristics, it might be helpful to look at a hypothetical situation:

> Karen, a nursing student at General Hospital, is having great difficulty interpreting the physician's orders on the chart. She approaches Ms. Jones, the clinical instructor, and asks for assistance. Ms. Jones replies, "Can't you ever get that straight? The other students do not have the problem." Karen appears upset and loses confidence in herself. She is afraid to get help from Ms. Jones, and so she takes the chart to Ms. Ryan, the head nurse. Ms. Ryan smiles and shows Karen how to interpret the orders.

As evidenced by this example, the clinical instructor and head nurse demonstrated quite different reactions to Karen's request for assistance. Ms. Jones' demeaning attitude had a negative effect on Karen to the point where she asked another staff member for help.

As a clinical instructor, you will undoubtedly have bad days in which you do not feel like being cheerful and enthusiastic. However, you must be careful not to convey this to the students, just as you expect them to display appropriate behavior to the patients and staff. Demonstrating desirable personal characteristics will help your students to grow.

Professional Qualities of the Clinical Instructor

Clinical instructors are like other teachers in that they must possess certain qualities characteristic of professional teachers. The following are examples of such qualities:

> Knowledgeable of subject matter
> Organized in making a presentation
> Competent in the profession
> Resourceful in problem solving
> Communicates clearly and concisely

By implementing such qualities in your daily clinical teaching activities, you will have a positive influence on the students' professional growth. Students will usually seek assistance from, and respect the judgments of, those who keep up-to-date and are clinically competent. It is essential for clinical instructors to maintain their clinical competence, for they are the experts and must be able to teach the students the practical skills. As a clinical instructor, you do not want to be classified as one of "those who can't do, teach"!

Personal Appearance

The students that you teach and supervise have a dress code and policies which they are expected to follow while in the clinical setting. As the clinical instructor, you are responsible for enforcing policies to ensure that the students always appear neat and clean.

In order to ensure that students follow the specified rules, it is essential that you follow the policies yourself. You cannot expect students to follow policies regarding clean uniforms, and appropriate attire such as cap, school pin, etc., if you do not do so yourself. It is important for you to set an example regarding proper use of makeup and colognes, good personal hygiene, and simple wearing of jewelry. Keep in mind that the example you set for your students now will be taken with them after they graduate.

Professional Behavior

The clinical instructor must exhibit appropriate professional behavior to the students at all times. Part of this is to maintain a professional relationship with the students. It is not advisable to be a close friend to the students. You will lose their respect as an instructor and supervisor.

Other aspects of professional behavior include using correct grammar, refraining from using profane language, and conducting yourself professionally in public.

Demonstration of Proper Ethics

Clinical instructors must also display appropriate ethics, the guidelines that help individuals or groups to determine how to behave. Each individual has a personal code of ethics which is derived from cultural values, ethnic and religious influences, family and peer expectations, and other sources.

In addition to a personal code of ethics, as a health-care worker you were taught a professional code of ethics. Those codes provide guidelines for all members of the particular profession to follow. By demonstrating appropriate personal and professional ethics, you will help the students to do the same.

Summary

The intent of this Learning Activity was to identify the personal and professional characteristics that should be possessed by clinical instructors. The importance of the role of clinical instructor is often underestimated. Many clinical instructors do not realize the tremendous influence they have on the students. Maintaining appropriate behavior and striving for the desirable qualities identified will help to foster student growth and make the job of clinical instructor rewarding.

You may now go on to the Self-Check exercise for this activity.

SELF-CHECK FOR LEARNING ACTIVITY #1

Directions: The following exercise is intended to help you identify your strengths and needed areas of improvement regarding the characteristics needed by clinical instructors. For the purpose of the exercise, try to remember your daily activities as a clinical instructor during the past week. Think of the students you supervised, the activities they were performing, and your behavior during those times.

1. a) Of the following personal qualities, circle all of those that are descriptive of your behavior during the past week:

Enthusiastic	Friendly	Fair
Energetic	Cheerful	Motivating
Exciting	Approachable	Understanding
Empathetic	Stimulating	Warm
Humorous	Patient	Imaginative
Accessible	Honest	

b) For the ones that you circled, which were demonstrated most often?

least often?

c) List those that you did not circle.

_____ -

_____ -

_____ -

_____ -

_____ -

_____ -

_____ -

d) In the space next to each quality listed above, identify at least one instance when you could have exhibited the behavior. (See examples on next page.)

Examples:

Imaginative: I could have planned alternative activities for the student on Friday afternoon.

Motivating: I could have praised the student for quality work done on time.

2. Rate the extent of improvement you need in each of the following characteristics of effective clinical teachers, by circling the appropriate number:

		Need for Improvement				
		No Need		Moderate Need		High Need
a)	Knowledgeable of subject matter	1	2	3	4	5
b)	Enthusiastic in my work	1	2	3	4	5
c)	Organized in making a presentation	1	2	3	4	5
d)	Resourceful in problem solving	1	2	3	4	5
e)	Communicates clearly and concisely	1	2	3	4	5
f)	Professionally competent	1	2	3	4	5

3. Describe yourself in each of the following areas by answering the following questions:

Do you need improvement? If so, how do you attempt to improve? Do the students follow your example?

a) Personal appearance (apparel, makeup, jewelry, etc.):

b) Professional behavior (relationship with the students, use of language, public conduct, etc.):

(continued next page)

c) Demonstration of your personal ethics (value, morals, etc.):

d) Demonstration of the ethics of your profession:

Since these are your personal answers, there is no answer sheet for the exercise. You should review the module and references for assistance. It may also be helpful to consult your fellow workers or other faculty members.

LEARNING ACTIVITY #2

THE ROLES OF THE CLINICAL INSTRUCTOR

Enabling Objective 2: Given a series of situations in the clinical setting, identify the role being exercised by the clinical instructor in each situation.

The clinical instructor has numerous roles which are applicable in most health occupations fields. Conley (1973) discusses four roles that will be included in this Learning Activity. They are the clinical instructor as a:

A. Director of Learning
B. Role Model
C. Builder of the Program and the Profession
D. Liaison

As an instructor, it is important that you fulfill these roles to the best of your ability. By reviewing this Learning Activity and completing the Self-Check exercise, you should be more aware of your roles and better able to exercise them in the clinical setting.

The Clinical Instructor as a Director of Learning

As a director of learning, the clinical instructor has the responsibility of selecting and organizing the learning opportunities that will achieve the learning outcomes desired. Even though you may not be making the student's major clinical assignments, as a clinical instructor, you are at the site with the student and must make the day-to-day decisions regarding a student's clinical experiences.

At times, it may be very difficult to provide the students with appropriate learning experiences. For example, the nursing unit to which a group of nursing students are assigned may be filled with patients to only half capacity, or a radiologic procedure may not be offered at the site in which a radiologic technology student is assigned. In these cases, it is up to the clinical instructor to change the assignment and provide alternative opportunities for the student to learn. Clinical time is valuable time and should be used wisely.

Part of the role as director of learning involves structuring the environment of the clinical setting so that a positive atmosphere may be achieved. This involves a great deal of effort on your part, since you must deal with various personality types and situations of stress. Should a conflict occur between a staff member and a student, the clinical instructor must be a mediator and help solve the problem. (See the module, "Clinical Supervision Skills: Communication and Conflict Management.") At times, students feel pressured and stressed by their assignment. It is up to the clinical instructor to assist the students in coping with the stress. By controlling factors such

as conflict and stress, you will help to create a positive learning environment and facilitate the learning process.

As the director of learning in the clinical environment, you are considered by the students and some staff to be the primary resource person. You are the subject matter expert and must assign daily learning tasks to the students. In addition to assigning students to practice specific skills, you must assign tasks that help students to develop a positive and caring attitude toward the profession and the patients. In your daily interactions with the students, you should be emphasizing appropriate attitudes and encouraging the students to share their feelings and reactions concerning their assignments. Group discussions and role playing are techniques that may be useful to demonstrate appropriate affective behavior. (See the module, "Teaching Skills in the Clinical Setting: Incorporating Creative Teaching Techniques.")

The Clinical Instructor as a Role Model

Modeling in education is defined as learning by imitation. Some clinical instructors do not recognize the importance of their role as a model to the students.

The clinical setting is an unfamiliar situation to new students. They do not know how to act in the clinic, and thus tend to imitate someone who they believe exhibits appropriate behavior. As a clinical instructor, you are the most likely choice to be the students' role model. Students see the clinical instructor as someone who knows "everything." When a student follows the example of the instructor, he/she usually receives approval from the instructor and finds this satisfying. The student will then most likely continue to exhibit similar behavior.

The imitation form of learning can be very effective, provided that the instructor consistently demonstrates appropriate behavior. On the other hand, if the instructor is a poor example, the student is likely to develop similar behaviors. This is especially true if the instructor seems to "get away" with it.

As the primary role model to the students, it is essential that you exhibit appropriate behavior at all times. Most clinical instructors demonstrate competence in the necessary skills to the students, but seem to neglect the importance of demonstrating appropriate attitudes. You should demonstrate the personal and professional characteristics discussed in Learning Activity 1 consistently.

Many times you will notice that the students will model unacceptable behavior exhibited by other staff members. It is important for you to help the student realize that the behaviors are unacceptable. The best way to help them is to demonstrate acceptable behavior yourself. If you do not, you cannot expect the students to exhibit good behavior. The saying, "Do as I say, not as I do," is inappropriate for teachers in any setting.

The Clinical Character as a Builder of the Program and the Profession

As a clinical instructor, you have a primary responsibility to the health occupations program for which you are employed, as well as to the profession to which you belong. You must help to build the program as well as the profession or occupation. Part of this role involves being able to work with the staff of the program. This includes the director, instructors, physicians, and anyone else responsible for the students' education. You must respect their attitudes, values, and individual talents, and utilize them as resources.

In addition to assuming the role of a teacher, it is especially important for clinical instructors to be representative of their health profession and of health-care workers as a whole. This means keeping up-to-date with the profession as well as maintaining active affiliation with your professional organization. If you do not participate in the organization, you surely cannot expect your students to participate. As a builder of the program and the profession, the clinical instructor demonstrates loyalty and dedication to both the professions of teaching and of the health occupation field.

The Clinical Instructor as a Liaison

Another major role of the clinical instructor is that of being a liaison between the clinical site and the school, and between the program itself and the community. Whether employed by the school or the health-care institution, the clinical instructor is the key person who understands the goals and functions of both the school and the clinical site. Any information that needs to be communicated between the school and clinical site will be channeled through the clinical instructor. You, as a clinical instructor, are the link between the school and the health-care institutions.

The clinical instructor is also a liaison between the program and the community. Health-care consumers place certain demands and expectations on health practitioners. As a health-care consumer, member of your profession, and member of the school staff, you must convey these expectations to future members of the profession--the students.

Summary

In summary, the clinical instructor has several key roles. They are:

A. Director of learning at the clinical site
B. Role model of the profession
C. Builder of the program and the profession
D. Liaison between the program and those involved

You could probably identify several additional roles not mentioned. The important point to remember is that you must accept all of your roles and

demonstrate true "professionalism" to your students at all times. This includes admitting to the students your inability to answer all of their questions all of the time. Remember, no one is an expert at everything!! It is just as important to know where to get the answer and to refer the student to the appropriate resource.

Now go on to the Self-Check of Learning Activity #2.

SELF-CHECK OF LEARNING ACTIVITY #2

The following is a list of situations in various departments at City General Hospital and Clinic. For each situation, identify the role being exercised by the clinical instructor by placing the appropriate letter in the blank provided.

A. Director of Learning
B. Role Model
C. Builder of the Program and Profession
D. Liaison between Clinical Site, School, Program, and Community

_____ 1. Joan, a nursing student, notices that her clinical instructor is spending extra time talking to a crying patient.

_____ 2. Mary and Bill, two respiratory therapy students, are confused about a procedure. Even though several therapists are nearby, Mary suggests they ask Jim, the clinical instructor.

_____ 3. Ms. Davis, the clinical instructor, puts up a notice on the bulletin board in the lounge announcing a district meeting of the State Society of Radiologic Technologists.

_____ 4. Mark, a clinical instructor of the paramedic program, voluntarily teaches a CPR class to the community.

_____ 5. Susan, a dental hygiene student, enters Ms. Adams' (the clinical instructor) office in a frenzy. She is upset because she observed a hygienist being extremely rude to a patient. Ms. Adams discusses the matter with Susan and helps her to identify the problem.

_____ 6. A medical laboratory technology student continues to have problems working with a technologist in the department, to the point where she cannot properly function. After numerous meetings with the student and the technologist, Jan, the instructor, decides to temporarily reassign the student to work with another individual.

_____ 7. A staff member in the radiology department publicly criticizes the program to a nurse at the hospital Christmas party. Dave, the clinical instructor, speaks up in defense of the program.

_____ 8. At the monthly faculty meeting of the nursing program, Barbara, an instructor, presents a list of staff complaints about a student's behavior.

Check your answers on the next page.

SELF-CHECK ANSWER KEY

1. B — The instructor in this case is being a role model to the student, demonstrating empathy toward a patient.

2. A — The students consider Jim to be an expert in the field and the key resource person or director of their learning.

3. C — In this case, Ms. Davis is demonstrating her interest in the professional organization and is, therefore, a "builder" of the profession.

4. D — Mark is acting as a liaison between the program and the community by sharing his expertise in CPR.

5. B — Ms. Adams is pointing out inappropriate behavior and acting as a role model.

6. A — Jan is directing the learning of this student by providing an environment that may be less stressful.

7. C — By defending the program, Dave is exercising his role as a Program Builder.

8. D — Barbara is acting as a liaison between the hospital and the program itself.

If you had more than two incorrect answers, you should review the various roles.

Regardless of how many you had correct, it is of utmost importance that you maintain a high level of awareness, and exercise these roles to the best of your ability. It may be very helpful to discuss your roles with your program and clinical staff.

This completes the Learning Activities of the module. If you feel confident in your knowledge of the characteristics and roles of the clinical instructor, proceed to the Post-Test.

POST-TEST

Directions: Complete the test after successful completion of the Learning Activities of this module. Do not use the key or the module itself when completing this test. Utilize the key to score your own test.

Part I: Fill in the Blank

Directions: Each of the following describes situations in the clinical setting. For each situation, indicate if the clinical instructor demonstrated an appropriate (A) or inappropriate (I) personal characteristic by placing the symbol (A) or (I) in the blank provided. In addition, for each appropriate situation, list the personal quality demonstrated, and for each inappropriate situation, identify a personal quality the instructor could have used.

For example:

1. I The clinical instructor laughs at a crying student.

   warmth

   A The clinical instructor laughs along with a student over a minor incident.

   humorous

Select the appropriate qualities from the following list:

Enthusiastic	Friendly	Fair
Energetic	Cheerful	Motivating
Exciting	Approachable	Understanding
Empathetic	Stimulating	Warm
Humorous	Patient	Imaginative
Accessible	Honest	

____ 1. The clinical instructor rushes a student during a procedure.

_____

____ 2. The clinical instructor yawns while demonstrating IV care.

_____

(continued next page)

_____ 3. A student cries and the instructor comforts her.

_____

_____ 4. The clinical instructor allows one student to leave early to go to a party, and requires another student to stay late.

_____

_____ 5. The patient occupancy is very low on a day when the students are assigned to the clinic, and there is little to do. The clinical instructor tells the students to sit in the lounge if they wish.

_____

Part II: Short Answer

Answer each question as directed.

6. Personal ethics are derived from what sources?

7. Identify four professional characteristics that should be possessed by clinical instructors.

8. Briefly describe each of the following roles of the clinical instructor:

   A. Director of Learning -

   B. Role Model -

   C. Builder of the Program and Profession -

   D. Liaison -

Check your answers using the Answer Key on the next page.

POST-TEST ANSWER KEY

1. I The instructor should be more patient.

2. I The instructor should be enthusiastic or stimulating.

3. A The instructor was empathetic, understanding, and/or warm.

4. I The instructor should always be fair to all students.

5. I Instead of allowing students to be idle, the instructor should be imaginative and think of possible activities.

6. Cultural values, ethnic and religious influence, and/or family and peer expectations.

7. Knowledgeable of subject matter.
   Competent in the profession.
   Resourceful in problem solving.
   Communicates clearly and concisely.

8. A. Director of Learning - The clinical instructor is responsible for planning the daily learning activities for the students and must create a positive learning environment.

   B. Role Model - The clinical instructor must demonstrate appropriate behavior to the students at all times. Students tend to learn through imitation and they cannot be expected to display appropriate behavior when the instructor does not.

   C. Builder of the Program and Profession - This role includes recognition of the fact that the clinical instructor is a vital part of the program and must be able to work well with all involved. Also, the clinical instructor must be active in the health profession organization(s), and be loyal and dedicated to the program and the profession.

   D. Liaison - The clinical instructor is the primary link between the program and the clinical institution, as well as a liaison between the program and the community.

SUMMARY OF THE MODULE

As discussed in the beginning of the module, the clinical instructor is the "key" to the creation of a positive learning environment in the clinical setting. By exhibiting the characteristics necessary of a clinical instructor and fulfilling the expected roles, you can help to create a learning environment that will help students to develop the skills and attitudes necessary to perform in the field.

This module is intended to serve as an introduction to the series. The remaining modules will include material on the improvement of your teaching, supervision, and evaluation skills. When completing the remaining modules, keep in mind the characteristics and roles mentioned in this introduction.

REFERENCES

Carella, S. (1983). Teamwork and cooperation . . . nurse work groups. Journal of Practical Nursing, 33 (8), 44-47.

Carpenito, L. J. and Duespohl, T. A. (1981). A guide for effective clinical instruction. Wakefield, MA: Nursing Resources.

Castle, A. (1984). Effective affective learning . . . attitudes, values and emotions. Radiography, 50 (590), 81-84.

Conley, V. C. (1973). Curriculum and instruction in nursing. Boston: Little, Brown and Company.

Cooper, S. S. (1983). Mentors in nursing. Journal of Continuing Education in Nursing, 14 (6), 31-35.

Fardig, G. E. and Kostenbauder, M. D. (1980). Prepare to assume the role and functions of a clinical instructor. Orlando: University of Central Florida (unpublished document).

Irby, D. M. (1978). Clinical faculty development. In C. W. Ford (ed.) Clinical education for the allied health professions. St. Louis: C. V. Mosby.

King, V. C. and Gerwig, N. A. (1981). Humanizing nursing education--a confluent approach through group process. Wakefield, MA: Nursing Resources.

Pugh, E. J. (1976). Dynamics of teaching - learning interaction. Nursing Forum, 15 (1), 47-58.

Roseman, E. (1984). Revolving staff conflicts through team building. Medical Laboratory Observer, 16 (3), 95-96.

Schweer, J. E. and Gebbie, K. M. (1976). Creative teaching in clinical nursing (3rd ed.). St. Louis: C. V. Mosby.